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SOCIAL DEVELOPMENT, INCLUDING QUESTIONS RELATING TO THE WORLD SOCIAL SITUATION AND TO YOUTH, AGEING, DISABLED PERSONS AND THE FAMILY

Note verbale dated 19 September 1995 from the Permanent Mission of the Republic of Korea to the United Nations addressed to the Secretary-General

The Permanent Mission of the Republic of Korea to the United Nations presents its compliments to the Secretary-General of the United Nations and has the honour to transmit the report of the 1995 World Youth Leaders Conference, which was held at Seoul from 31 May to 2 June 1995 (see annex), as a follow-up to the World Summit for Social Development.

The Permanent Mission of the Republic of Korea would like to request that the present note and the report annexed hereto be circulated as an official document of the General Assembly under item 107 of the provisional agenda.

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ANNEX I

The 1995 World Youth Leaders Conference

Follow-up to the World Summit for Social Development

31 May - 2 June 1995

Seoul, Republic of Korea

Report of the Conference

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I. INTRODUCTION

1. The 1995 World Youth Leaders Conference was organized by the International Association of University Presidents and the Korean Institute for Youth Development, with the participation of the United Nations. It was hosted by the Government of the Republic of Korea and was held in Seoul, Korea, from 31 May to 2 June 1995. The Conference was held in the context of the follow-up to the World Summit for Social Development, held in March 1995 in Copenhagen.

2. The central theme of the Conference was "The Role of the New Generation in the Age of Globalization" with a question on "What Should We Prepare for the 21st Century?". The treatment of this theme was divided into three subjects:

Subject 1: Diagnosis of modern youth culture and search for future direction;
Subject 2: Basic objectives for the 21st century and roles of the youth;
Subject 3: Characteristics of and basic scheme for the 21st century suggested by the new generation.

Each of these subjects was considered from several perspectives. In addition, the Conference included a roundtable discussion of university presidents on University Education and Reconstruction of Morality.

3. The Conference was attended by students from 64 countries, by scholars and academic leaders from different parts of the world, by members of the diplomatic community in Seoul, and by representatives from the United Nations. Messages were delivered at the opening ceremony of the Conference by the Chairman of the Organizing Committee and Chancellor of Kyung Hee University, by the Prime Minister of the Republic of Korea, and by the Minister of Culture and Sports of the Republic of Korea. The message of the Secretary-General of the United Nations was delivered by his representative.

4. The outcome of the Conference was a Seoul Declaration on an Ethical Renaissance and an International Student Initiative 1995. The Seoul Declaration was prepared through the roundtable of University presidents. The International Student Initiative 1995 was prepared by the students who attended the Conference. These two documents are annexed to this report which presents first highlights of the discussions on the central theme and its three subjects, and on the roundtable.

II. HIGHLIGHTS OF DISCUSSION

A. Diagnosis of modern youth culture and search for future direction

5. In his keynote speech, the Chairman of the Organizing Committee reiterated the question of Bertrand Russell, "Has man a future?", stated that "by indulging excessively in materialism and believing blindly in the omnipotence of science and technology", humankind was "suffering from spiritual poverty in the midst of material affluence", emphasized that the family was the basic institution for nurturing a civilization of compassion, civility, and respect for the others, and called for a new balance between material affluence and cultural and spiritual refinement. Such issues were present during the discussion of modern youth culture which was considered from the viewpoints of family, education and society.

6. There is overall agreement that the family is one of the key institutions which shape behaviour and culture. There is also a general feeling that, across the board, the family, as it has been known during the last century, is undergoing profound changes and is perhaps in a state of crisis. Five major reasons were mentioned to explain the crisis in the current role of the family and the fear as to its future. First is the domination of our world by technology, particularly with regard to the information industry which dominates the daily lives of people, and which is de facto in competition with the family for the transmission of knowledge and the transmission of values. Young people acquire a lot of their knowledge, values and modes of behaviour through the mass media. A second factor is the culture of hedonism and immediate gratification which permeates our civility. Again, the elements of respect for authority, generosity and sharing of responsibilities which are inherent to family life are threatened by the emphasis on the individual pursuit of hedonism. Thirdly is the changing of the role of women. The entirely positive trend towards more equality between women and men and towards a better sharing of tasks, duties and responsibilities, has, nevertheless, implications for the family which has yet to be fully understood and reconciled with the demands put on its members by the lifestyle which prevails in the modern world, particularly in urban centres. A fourth factor is the complex array of changes which are summarized under the concept of globalization of the world economy. While families, by essence, are based on stability of values and relations, children and youth have to be educated to participate in a world civilization which is more and more uniform and global. Lastly, and on a closely related level, the ideas, skills and knowledge of the older generation are becoming more rapidly obsolete, or at least are perceived as being of less value for a successful integration in this "globalized" world. Today, as perhaps never before in the history of humankind, it is often believed that parents need to learn from their children as much as children need to learn from their parents.

7. These forces of change have already transformed families in most regions of the world. In the Republic of Korea, for example, the size of the family has declined and the traditional three generation household is becoming exceptional; single parent families are more and more frequent and working mothers are becoming the rule rather than the exception; also, the "commuting father" is a common feature of the urban family and the definition of the father's

role is increasingly problematic. There is a youth culture called the "new generation culture". One of its major characteristics is that, for a young person, authority based on knowledge is broadly acceptable, while other authority based mainly on position or age is on the whole unacceptable. Such a transformation often leads to the judgement that the major functions of the family, notably the transmission of cultural and social values and the apprenticeship of citizenship, are in jeopardy.

8. If this diagnosis of a crisis in the role of the family is correct, and if the assumption that there is no possible civilization without this basic unit of society performing a variety of essential functions, the solution to the problem cannot be found with an authoritarian perspective. In a context of promotion of democratic values, individual freedom and responsibility, nothing can be imposed, either by the state or by other institutions, which would at the same time be long-lasting and of value for the future. Positive changes have to emerge from ideas and a large variety of measures, including through the influence of the media and through education systems Among the domains where efforts are required and would be useful for a renewed role of the family are the acceptance of the need for education at all ages; the openness to other cultures and to cultural diversity; the acceptance of equality between women and men and of changing gender roles; and the realization that it is possible to reconcile freedom of individuals and search for amenities with responsibility, generosity and the care for others.

9. It was also pointed out that the family was not only a "private institution", but also an institution which made the contribution to the common good, including through harmonious relationships among generations. The family cannot be treated in isolation. It creates the culture and social relations in a society, but also reflects ideas and modes of behaviour which prevail in other institutions. If, for example, a society has a culture of violence, including in economic terms, it is not reasonable to expect that the family will remain a haven of peace. If competition, pushed to the extreme of destruction of the opponent, prevails, including again in economic terms, it is equally unreasonable to expect the family to be characterized by solidarity and love. Or, and perhaps more importantly, if education is based on preparing a child to acquire more power and more success in material terms, the family would have great difficulties in promoting values of responsibility and solidarity. The various aspects of a culture are closely related and influence each other in ways which cannot be totally controlled.

10. As for the family being a basic institution of society, there is general agreement on the critical role of education for preparing a civilized 21st century. There is also agreement that some features of the current dominant philosophy of education are questionable. It was emphasized that our contemporary way of thinking is dominated by instrumentalities, and is rather fragmented. The global consciousness that is advocated, the perception of the world and of society as a living organism in which all elements interact with others, have not been translated into education programmes and practices reflecting this holistic philosophy. Specialization, the perception of education as a means to attain objectives such as a better income, dominates education systems throughout the world.

11. Directions for educational reform include: a global perspective on world affairs and, in fact, on the survival of humankind, should become the central paradigm of educational programmes; education should be perceived as having a value in itself for the development and fulfillment of the human personality, rather than as a pure instrumentality; education should be open, to all and to all ideas, and should be a life-long process beyond schooling; the quality of education and the professional obligations and responsibilities of educators should be emphasized; international cooperation for education should receive a high priority and should be linked to the collective future of humankind. Overall, education should contribute to the emergence of world citizens in a context of respect for cultural diversity.

12. Changes in the education system require a central role for educators. There has been a tendency in recent times to neglect the innovative capacity of educators and to entrust economists or technocrats with too many responsibilities for the design of programmes and curriculum. There is a need for a "social education programme" focused on issues of importance to the contemporary world. In addition to schools, youth service organizations, youth clubs, youth movements have a function to perform for the education of the new generation. Also, one should not neglect the influence of peer education. Access to education by all, including minority groups, and including those affected by a temporary failure, remains a basic requirement of any education policy.

13. The mass media is a very strong power in the modern world, and their influence on youth and on cultures and social mores is a subject of much discussion. The relationship between violence on the screen and violence in real life seems to be well established. As for the family and the protection of its values and role, however, coercive solutions through control by the state of the media is not a solution compatible with democratic principles. Responsibilities and voluntary regulations are solutions which are more generally favoured. It was noted, for example, that schools should provide courses in "media literacy", to teach young people how to make good use of media, how to recognize harmful messages and how to improve the quality of viewing. If people cannot or should not be controlled, they certainly can be educated and advised. It was pointed out that, in the last analysis, if young and less young people turn systematically to harmful programmes for entertainment, they are doing so because of a vacuum in their lives.

14. The two documents adopted by the Conference stress the responsibilities of the media. The Seoul Declaration "urged in particular the media to avoid sensationalism and commercialism and to promote constructive dissemination of information". The International Student Initiative includes five paragraphs on "media and censorship" and states that "the media is an institution with a special responsibility to society and therefore cannot be ruled solely by market forces".

15. Under this subject on its agenda, the Conference also discussed the relationship between family bonds and risk of juvenile delinquency. It was noted that, contrary to a common perception, juvenile delinquency had declined during the last 20 years in a major industrialized country. At the same time, however, the most violent forms of juvenile delinquency such as murders, had increased. Research suggests that delinquency begins in the family and is related

to the prevalence of low-income and single-parent homes. In the context of affluence, poverty generates violence. It was also pointed out that there are long-term and short-term delinquency. Approximately one-quarter of all adolescent delinquents develop criminal "careers" that continue well into adulthood. Prevention of long term delinquency should focus on programmes to reduce family abuse and violence, alcohol and drug abuse, and should also emphasize values of responsibility and care for the others. There is evidence that detention is often the worst solution for juvenile offenders. The document of the International Student Initiative "urges that the law not punish or discipline youth prior to exploring rehabilitation and integration of criminals and juvenile delinquents into society". On the relationship with drug abuse and juvenile delinquency, it was noted that in the context of poverty and lack of economic opportunities, drug trafficking is often the only avenue which appears to be open to young people.

B. Basic objectives for the 21st century and roles of youth

16. Democratization and the role of young people, youth in an age of information and globalization, and promotion of youth participation and solidarity, were the three issues treated under this subject.

17. Two facts are hardly questionable: in recent years, democratic forms of government have gained ground, and, young people have often played a very important role in democratic movements. Also, economic development, protection of political and civil rights, as well as regular and fair elections, appear to be positively related with the maintenance of democratic regimes. It was noted, however, that reversals to totalitarian regimes are always possible, and that democratization is an ongoing and a never achieved process. There are always individuals and groups that are marginalized or unable to participate in the life of society for economic or other reasons. In many societies, and in spite of their roles in movements for democratization, young people are often in danger of exclusion, notably when they cannot find employment. In that sense, the political and economic aspects of democracy cannot be separated.

18. The existence of a definite trend towards more democracy in the world, as well as the possibility of a universal definition of democracy, were questioned. There was a tendency to identify democracy with capitalism, as if "bourgeois liberalism" and "peoples' democracy" were equivalent systems. Also, the link between economic growth and democratization of society was far from obvious. Furthermore, the identification of youth with democratic movements was also oblivious of the fact that there were reactionary youth throughout the world.

19. Five questions were put forward for thinking and further research and discussions: what are the interactions between democracy and economic systems and situations, including capitalism and socialism? It is easy to confuse slogans with reality, and in most societies, the relationship between economic freedom, in the sense of capacity to play a role in the market, and the level of equality among individuals and groups, which is required by a democratic system, is rather complex. A second question relates to the precise features of a democratic system which is adapted to particular national circumstances. For example, there are no universal recipe on the appropriate level of direct participation by citizens in public affairs. Thirdly, is the

particular type of democracy prevalent in a given country improving or destroying itself? Every system has inbuilt characteristics which are positive or negative for its future. This is partly a subject for political scientists and partly a question of checks and balances in the interplay of the various actors. Fourthly, how do youth movements create or receive their ideas on the political process and the future of their societies? It would be an illusion to believe that youth movements are by nature independent and by vocation constructive and positive for society. Finally, under which conditions can youth movements contribute to the creation of a better world?

20. Yet, in a context of globalization of economies, communications, and even ways of life, young people need to work together to define the values which will sustain the civilization, or civilizations, of the 21st century. In that context, the current North-South distinctions are relevant in terms of solidarity and efforts at more equality, but are less relevant for young people to determine the direction of social change and progress. Actions and inactions of today determine largely the world of tomorrow. Again, the notions of responsibility for the future and for search for the common good are of critical importance.

21. With regard to science, the environment and human dignity, there was a widespread feeling in the world that science was an evil force destroying our living environment. The list of current or potential catastrophes include the nuclear arms race, acid rain, the green house effect, and the depletion of the ozone layer. Also, new techniques of communication do not mean better communication among human beings and within families. Furthermore, "we clear the jungles to build cities, but the cities become jungles". In summary, "we are giants technologically, but pygmies morally". To counter the pessimism which emerged from these observations or feelings, a number of simple principles must be established. First, it should never be forgotten that reality becomes what humankind chooses to make it. Humankind must liberate itself from scientific determinism. Each of us has the right and indeed the obligation to constantly challenge the basic mindsets, myths, structures and institutions within which we operate. The current interest in the development of codes of ethics, in various professions, is a sign of hope. Individuals and groups feel the necessity of adopting codes of behaviour based on responsibility and accountability vis-a-vis society as a whole. Moral relativism, which is endemic in more societies, must be countered by the construction of a universal set of values which can guide human actions. A key concept for this search for universal values is respect for people and respect for nature.

22. It was also emphasized that a number of prejudices, or myths, which dominate modern science and culture, ought to be re-examined. These include the conviction that technical expertise can solve any problems; that instant information is the most valuable information; that more information is necessarily good information; that invention is the mother of necessity, that is, that whatever can be done, must be done; and that personal wants are infinite and that economic growth is essential to satisfy them. A critical point is that all education systems and all teachings, technical or otherwise, must be shaped by the search for human dignity in all its aspects.

23. Children and young people should become active citizens of the world while being faithful to their community. Training for citizenship, national and worldwide, should be part of education systems and should also be achieved through a variety of extracurricula activities. Tolerance, capacity for autonomous judgement, freedom and responsibility should be the central values that children and young people should learn from this training for citizenship. It should never be forgotten that values are acquired as much as by example as by teaching. Cynicism is a normal result of a gap between what is proclaimed and what is practised.

24. To develop active and constructive citizenship, the cognitive and effective capacity of young people ought to be developed. Paragraph 9 of the Seoul Declaration states: "We accept the responsibility of developing the potentials of young people throughout the world into constructive knowledge and values for global citizenship". Active citizenship, which includes the capacity to disagree and the ability to distinguish between true ideals and empty or self-serving idealism, can be acquired through a variety of activities such as participation in civic projects, social movements, relief activities, conservation of natural resources and involvement in social and religious organizations. The values of exchanges and contacts with youth or other countries and cultures should never be under estimated.

25. It is widely believed that moral standards are disintegrating, both for adults and young people. What matters is not a comparison with the past, which is always difficult and fragile, but a clear understanding of the problems of today and of their consequences for future generations. Moral issues should still be addressed through basic institutions such as the family, but it is no longer workable to rely entirely on the family to bring about an ethical renaissance. There are very simple reasons for this, including mobility of people, working of both parents outside the home, and intrusion of communication messages within the home. All institutions of society, including religious, academic and enterprises and other places of work, have to be involved in the question of moral standards. In doing so, there are a number of pitfalls to be avoided, notably political indoctrination, coercion, and sanctimonious preaching. It would be particularly ineffective and wrong to preach virtue to the youth as if the overall issue of ethical behaviour was not a matter of concern for all generations and all societies.

C. Characteristics of and basic scheme for the 21st century suggested by the new generation

26. In our global world, telecommunication can and should be used to foster democracy. The example was given of a specific project called I*EARN developed at the end of the 80's in the American continent. Through the use of electronic mail and conferences, as well as video, students and teachers in different countries work together on collaborative projects. Areas of common concern include environmental problems, humanitarian projects, democracy studies and literary/artistic projects. At present, over 400 schools in 21 countries of different continents are involved. It was noted that such projects require access to computers and that, on these matters, there is a need for a variety of approaches and ideas.

27. In the context of discussing global economic trends and policies, the question of the validity and legitimacy of economic sanctions decided unilaterally was raised. It was stressed that economic acts of a coercive nature were possible only with the support and approval of international bodies like the United Nations. Forceful interference with the flow of goods and services should not be utilized to fulfil the goals of individual nations who have the power to impose unilateral sanctions. In that context, the role of multinational corporations was mentioned. They have a very significant power in world affairs and their activities should be subjected to a maximum of transparency. Accountability and responsibility were principles fully applicable to all institutions with power over the lives of people across the world.

28. A fundamental feature of the process of globalization is the nature of the relationship that humankind has with the environment. It was stressed that the dominant world civilization is based on the concept of man's mastery over nature and the planet. This is a concept which has roots in the monotheist religions of the Western civilization. At this point of the history of humankind, such promethean philosophy can be perceived as threatening the survival of humankind. Another paradigm, another vision of the earth and the relationship of people with their world, is possible. It was pointed out that in what could be called the Eastern philosophy, human beings are more in harmony with nature. It is, however, impractical to expect a return to some primitive ways of life. The challenge is to put technology at the service of a different relationship between humankind and the environment. This will happen only through changes in values, attitudes and basic perception of a harmonious relation between human beings and their environment. There is interdependence between man and nature, rather than dominance of man over nature. There is a need to evolve a new form of universality which will not be the dominance of the currently most powerful culture.

29. The question of distribution of power should remain high on the agenda of all nations and the international community. It was noted that a participatory democratic framework at the world level implied "empowering the youth". Such empowerment means not only involvement of young people in political governments, but also enhancing their capacity to express their views and preferences on matters of direct relevance to their daily lives.

30. Youth should not be perceived as a problem but as an asset of society. It was argued that there are global issues, such as the deterioration of the environment, which require fundamental changes in attitudes and policies, that will take place only through the efforts and imagination of young people. Globalization does not mean uniformity of life styles, and even less universality of ways of thinking.

31. Globalization is not only of an economic nature. It should also mean that those who suffer, those who have lost hope, those who cannot be heard, should be given a chance to improve their future through solidarity. A case in point is the situation of children throughout the world, who are deprived of welfare and hope. Instruments such as the Convention on the Rights of the Child, adopted by the General Assembly of the United Nations in 1989, and ratified by a large number of countries, are useful if precise efforts are made for their implementation.

32. Another crucial aspect of globalization is the question of culture and languages. If globalization is to be different from uniformity and homogeneity, cultural imperialism must be combatted. There is no contradiction between the world dominance of a language and the promotion of a large variety of other languages and cultures. This is especially true in the developing world, that is, in the regions of the world which have little economic and political power to preserve their identities.

33. Many languages and cultures are actually disappearing, and this is a loss for all humankind. It is possible to stop and reverse this trend. Cultural preservation should become high on the agenda of all regional and international organizations. Again, the point is not to reverse to past ways of life, but to control and master the various changes which are shaping contemporary societies, including technological changes, in ways which are favourable rather than adverse to the future of humankind.

34. Most young people in the world face an extremely difficult dilemma. The benefits of an open world, including through the flow of goods, services and information, are obvious. The risks of excessive materialism and of loss of values are equally obvious. Above all, the focus on performance, competition and acquisition of economic and political power, is creating societies which are polarized and where those who have are more and more separated from those who have not. Dual societies and a dual world would have catastrophic consequences. In addition, the scorch of violence and the "banality of evil" are threatening civilization. Faced with such dilemma, young people, as well as adults, have no choice but to live and promote values of responsibility, mutual respect and solidarity. Paragraph 11 of the Seoul Declaration states that "the construction of a better world requires respect for our common humanity and a morality that should guide our conducts and tolerance for diverse societies".

D. University education and reconstruction of morality

35. Morality is an inevitable part of the life of every human being, is in the heart as well as in the head, and is very much influenced by the traditions of upbringing and culture. There is personal morality - such as personal honesty or meeting family obligations - and there is public and corporate morality - notably the use or abuse of power. The distinction between these two forms of morality is only the distinction between two ends of a spectrum. The personal moves imperceptibly into the public, depending on one's position and power in society.

36. The Western university tradition is to be the "critic and conscience of society" and the maintenance of individual liberty is seen as a cornerstone of the democratic state. Thus, if decline of morality seems to be universal, "morality by decree" is not a favoured solution. There is a strong intellectual resistance to remedies imposed by law. There seems to be a universal agreement that the sort of behaviour we want to see, the moral and ethical behaviour we endorse, is the behaviour that respects the rights of others - their lives, their properties, their ability to develop and prosper - both at the level of interpersonal relations and at the level of institutions and governments. From this basis, however, a disturbing corollary has often evolved, namely that the individual may do whatever he or she likes, provided that does not

affect others. The next step is a culture of "me against the world", based on a competitive and self-centred philosophy.

37. In reality, morality means that I must not only take care not to adversely affect fellow citizens, but that I must also be responsible for their well-being. The challenge is the renewal, the rebuilding, of existing moral behaviour. What is the role of universities to ensure this renewal? Universities have a responsibility to ensure that students, that leaders of the next generation, have a moral dimension. First, universities themselves should endeavour to give moral leadership. Their leaders should act responsibly, their procedures should be seen to be fair and just. Professors and administrators of universities must be seen as practising what they preach, and must also deal firmly and justly with improper actions. Next is to teach students to understand that there is a moral dimension in their studies and in their lives. In spite of the frequent distinction between religious and secular teachings, universities should put ethics as an integral part of all teaching programmes. They are increasingly doing so. The same applies to the environmental dimension which should not be an "add on", but should be a fundamental part of the teachings of becoming a good engineer or a good businessman. Also, alumni associations and other student organizations should be used to remind students that their university stands for ethical standards and behaviours. To receive a university education is a privilege and those who receive such privileges have an obligation to society to promote ethical values in their lives and work.

38. A university is no longer an ivory tower. The role of university education is to produce an "active total person", a "responsible social person", and a "cooperative democratic person". Universities should strive to foster in young people a solid philosophy of life, a consciousness of history, a sense of values, and a sense of mission for the betterment of human society. There is currently an excess of specialization which must be compensated by the introduction of an ethical and philosophical dimension in all teachings. The objectives of teaching and learning is to cultivate both the mind and the character. It is not enough for a university merely to produce civil servants, lawyers, scholars and technicians equipped with a highly specialized knowledge. Education must have a humanistic dimension to promote ideals and values which will facilitate the emergence of a new and more humane civilization for the 21st century. Universities are much more than professional schools. They have a mission to discuss critical ethical issues and to promote a universal understanding of basic values. Ethics is an inevitable part of life. The two basic institutions of society, the family and the school - in its largest sense - have complementary roles to play in shaping our common future.

APPENDIX I

SEOUL DECLARATION ON AN ETHICAL RENAISSANCE

We, participants in the World Youth Leaders Conference, hosted by the Government of the Republic of Korea and organized by the International Association of University Presidents and the Korea Institute for Youth Development, with the participation of the United Nations, which took place in Seoul, Korea from May 30 to June 2, 1995,

Profoundly concerned with the spiritual poverty which pervades the contemporary world,

Recognizing that there is a moral dimension and responsibility in our lives and in our public actions, and

Eager to put into action our knowledge and values discussed in this conference;

Declare:

1. At the end of the 20th century, human beings are at risk of losing their humanity in spite of a very high degree of material achievement in some parts of the world; the emerging global society tends to be excessively materialistic.

2. We observe an alarming rise in criminality - individual and organized - juvenile delinquency, violence, terrorism and insecurity. There is widespread disrespect for human dignity and human life, a lack of human compassion and increasing alienation.

3. We believe that untempered human greed has resulted in the separation of humankind from its environment.

4. We also believe that extreme individual, national, and regional egoism is a source of racial, ethnic, religious, and state tensions and conflicts.

5. We observe that the family, a basic source of ethical conduct in all societies, is seriously threatened.

6. We urge all leaders and public and private institutions to address these issues and serve as role models for the ethical development of our world.

7. We urge in particular the media to avoid sensationalism and commercialism and to promote constructive dissemination of information.

8. We welcome the advent of an era of great transformation of humankind into a global village and a world community.

9. We accept the responsibility of developing the potentials of young people throughout the world into constructive knowledge and values for global citizenship.

10. We shall explore peaceful and sustainable alternatives to develop a global community and a civilization which satisfy both material and spiritual needs of all human beings.

11. The construction of a better world requires respect for our common humanity and a morality that should guide our conduct and tolerance for diverse societies.

12. We commit ourselves to the values of solidarity and responsibility in our own family, with our immediate communities, countrymen and fellow global citizens.

13. We call upon our governments and institutions of our civil society to strive to enhance and strengthen the development of universal values.

14. We emphasize in particular the critical role of universities and other educational institutions in teaching and fostering basic ethical and moral principles.

15. We enjoin all our fellow global citizens to work for the advancement of a truly human civilization.

APPENDIX II

INTERNATIONAL STUDENT INITIATIVE 1995

General Assembly
World Youth Leaders Conference

Olympic Parktel
Seoul
June 2, 1995

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Commitment

PART I - ENVIRONMENT

The General Assembly,

Believing that any short term solutions to environmental problems will fail and that to ensure the future of humankind and the planet, solutions must be based on the principle of sustainability,

Believing that respect for both future generations and different communities who currently inhabit the planet will ensure that any solutions are appropriate,

Believing that each human being has the right to a decent quality of life,

Believing that people and communities should receive full information and education so that through knowledge they are empowered,

Believing that nations in possession of technological knowledge, should make this available through technology transfer to low income countries so that development will be more appropriate,

Believing that we must conserve the Earth's vitality and diversity,

Recognising that to minimise environmental impact we must keep within the earth's carrying capacity,

Stressing that the underlying principles of these resolutions are equality and justice,

Recognising that the main responsibility lies with high income countries for carrying the economic cost of restoring the environment,

Considering that environmental solutions must be developed within an international framework which ensures the implementation of integrated development and conservation,

ARTICLE 1 : INTERNATIONAL COOPERATION

1. Believes that international cooperation is essential in preventing

environmental degradation;

2. Suggest that cooperation measures include computer networks, conferences and other innovative ways of communication;

3. Recognises that the economic debts of many countries force them into behaviour that causes environmental degradation;

4. Recognises that multi-national corporations contribute significantly to environmental damage;

5. Believes that the transfer of appropriate technology coupled with educational assistance is a key component of international cooperation for environmental progress;

6. Endorses the Environmental Programme of the United Nations and supports other associated United Nations bodies which contribute to the environmental effort, and encourages international cooperation through these networks.

ARTICLE 2 : ENVIRONMENTAL JUSTICE AND EQUITY

1. Encourages governments of the world to implement environmental measures to make sure that all people are protected equally including those with the least political and economic influence. Efforts must be made to eliminate concentrations of environmental impacts in ways which disproportionately affect subjugated populations;

2. Recommends that studies must be performed which evaluate the effects of environmental problems on different segments of the population. It must then become a priority to first reduce the risks of those most seriously impacted by environmental hazards;

3. Believes the countries of the world hold a collective responsibility to raise the minimum level of environmental health;

ARTICLE 3 : LEGAL ISSUES AND REMEDIES

Recognising the importance of international cooperation in the movement towards sustainable development we call upon the countries of the world to,

1. Recognise and respect reciprocal rights and responsibilities of individuals and states regarding sustainable development;

2. Establish and apply new norms for states and interstate behaviours and explore the area of negotiations, mediation and other innovative ways of cooperative conflict resolution;

3. Strengthen and extend the application of existing laws and international agreements and nurture existing methods and regulations;

4. Develop strategies to ensure the monitoring and enforcement of national compliance with environmental conventions, through economic and political sanctions.

ARTICLE 4 : ENVIRONMENTAL POLICIES

1. Urges nations to continue re-orienting their financial priorities towards environmental allocation;

2. Urges nations to search for effective ways of working with the private and industrial sector in moving toward environmental protection;

3. Seeks to ensure bilateral aid programmes support and include environmental protection measures.

ARTICLE 5 : SCIENTIFIC CREDIBILITY

Aware that there is considerable disagreement on the scientific credibility of environmental research, we call on all nations to,

1. Establish an international body that would regulate and supervise environmental agencies, professionals and projects;

2. Promote a better international exchange of data, research and

international environmental standards;

3. Condemns the insufficient resources made available for research in OECD countries into ecology and environmental problems. Encourages governments to prioritise research in this area, if possible, from funds received through pollution taxes.

ARTICLE 6 : ENVIRONMENTAL TERRORISM

1. Condemns all acts of unnecessary destruction of the environment as a means of warfare;

2. Calls upon the United Nations General Assembly to draft a declaration which establishes unnecessary environmental destruction as a war crime against humanity.

ARTICLE 7 : COMMUNITY EMPOWERMENT

Affirms the principle that community empowerment is vital for appropriate environmentally sensitive developmental practices,

1. Recommends that participatory democracy is used in the formulation of environmental programmes;

2. Encourages consultation with communities and the use of feedback mechanisms to allow for further responses to development proposals;

3. Affirms the principle of the community "right-to-know" and urges free access to information, education of positive environmental practices at all levels, in particular empowering youth responsible for the future of the planet. Practices should include education programs, consumer information and business training.

ARTICLE 8 : POPULATION

Overpopulation should be seen as the situation where adequately meeting the minimum requirements of people has a negative impact upon the environment. This must be viewed in the context of the unequal distribution of resources.

1. Recommends the universal provision of education on family planning and birth control methods. And, that within education, the links to environmental degradation are emphasised;

2. Seeks to ensure the availability of appropriate birth control devices;

3. Recognises no programme of population control can be successful without the improvement of the status of women in society.

ARTICLE 9 : DEVELOPMENT

Notes that historically development has in some cases caused dramatic environmental destruction with accompanying declines in the living standards of local populations,

1. Encourages appropriate regional development which is inclusive of environmental considerations;

2. Affirms the principle of community participation in designing development projects;

3. Demands that high income countries and lenders make financial resources available for environmentally sensitive regional development;

4. Urges the World Bank and other international and national financial institutions to implement environmental policy in the assessment of development projects;

5. Recommends that in the economic evaluation of environmental projects, the costs of environmental impact be included.;

6. Recognises that the debts of some low income nations has an adverse impact upon their ability to develop sustainably;

7. Encourages strategies to break the debt cycle faced by developing nations, for example, Debt-for-nature swaps;

8. Urges the introduction of successful recycling programmes all over the world.

ARTICLE 10 : HUMAN HEALTH

1. Urges countries of the world to adopt and work to achieve minimum environmental health standards for all people. The purposes of these standards would be to ensure that all people have lives free from the burden of health problems caused or encouraged by environmental deterioration;

2. Recommends that environmental health standards to be adopted include provisions for maintaining water supply free from contamination by virus and bacteria, adequate treatment of waste water, air without significant chemical particles, disposal of solid wastes, freedom from disturbing noise. Standards should establish the separation of environmental hazards from residential areas. Prevent discharge of wastes that are potentially harmful to human health;

3. Calls for protective measures should be required to minimise worker exposure to dangerous substances. Strict standards should be adapted to protect people particularly vulnerable to environmental health problems including children and the elderly.

ARTICLE 11 : ENERGY

Recognising that certain forms of energy are a source of pollution and global warning, and that nuclear power programmes encourage the development of nuclear armaments,

Recognising that owners of polluting energy sources have interests in increasing energy consumption,

Believing that there needs to be a balance between environmental consumption and the environmental damage that energy production causes,

1. Encourages education of consumers in efficient energy use;

2. Encourages industry to adopt practices which promote energy efficient production and energy efficient products;

3. Urges more money to go into researching renewable sources of energy;

4. Recommends energy programmes to be developed which emphasise renewable sources of energy;

5. Urges adherence to targets for the reduction of fossil fuels, and when possible, achievement of goals sooner;

6. Encourages eradication of nuclear power as a future source of energy, with the recognition that nuclear reactors currently provide a critical source of energy supply;

7. Notes that accidents arising from nuclear energy facilities and waste storage create irrepairable and uncontrollable environmental damage;

8. Suggests that wherever possible less polluting energy sources should be substituted for more polluting sources;

9. Encourages high energy consuming countries and individuals to take steps to cut their consumption;

10. Encourages the reduction of garbage production through wrapping and placing restrictions on non-recycling wrappings and packaging.

ARTICLE 12 : POLLUTION

Taking note that atmospheric pollution is necessarily a problem of a global nature, and that international cooperation and shared responsibility is necessary in order to address it,

1. Notes that the depletion of the ozone layer is resulting in a serious and dangerous situation for humankind;

2. Recommends the reduction and elimination of chemicals contributing to ozone depletion;

3. Notes that acid rain and other related atmospheric pollution are serious threats to the quality of life of the international community;

4. Urges countries engaging in activities which result in acid rain pollution or depletion of the ozone layer to halt immediately;

5. Endorses efforts to decrease the production of smog producing compounds.

ARTICLE 13 : LAND USE

1. Condemns the misuse of land which causes deforestation, desertification, soil erosion and salinity;

2. Urges immediate programmes to reverse this process both directly through reforestation and the application of culturally appropriate sustainable land management techniques;

3. Recognises that land degradation is often a consequence of people's struggle to provide for their basic needs. Therefore in order to reverse the process, the root causes of poverty and economic inequality must be addressed simultaneously. This may include economic incentives for the adoption of sustainable land management and redistribution of some agricultural land;

4. Encourages the education of the causes and effects of certain agricultural practices.

ARTICLE 14 : OCEAN RESOURCES

1. Condemns the exploitation of the natural resources of the ocean through illegal fishing and overfishing;

2. Affirms the international ban on whaling;

3. Demands tighter control and monitoring of international fishing regulations and practices;

4. Encourages work towards sustainable ocean management;

5. Condemns the use of driftnetting.

ARTICLE 15 : HAZARDOUS WASTE

Concerned about the increasing dumping, disposal and international trade of hazardous waste and worried about high income countries exploiting low income countries as dumping grounds,

1. Affirms the international ban on exports of hazardous waste and call upon industrialised nations to take responsibility for the safe and environmentally harmless disposal of these materials and products;

2. Demands the immediate reduction of hazardous waste production through substitution of hazardous chemicals by non-hazardous substances, recycling, cleaner production and overall more comprehensive waste management.

ARTICLE 16 : BIODIVERSITY

Conscious that the long term viability of life on this planet depends upon the continuation of a variety and variability of genes, species, populations and ecosystems,

1. Recommends that countries develop national strategies for the conservation of biodiversity;

2. Encourages international interaction and cooperation on the implementation and monitoring of national biodiversity conservation programmes;

3. Encourages and supports the traditional knowledge and methods of indigenous peoples and their communities;

4. Endorses successful programmes which are being undertaken to preserve biodiversity.

PART II - EDUCATION

The General Assembly,

Striving to create global education standards which reflect the ideals of today's youth,

Believing that the youth of today are responsible for establishing the objectives regarding education which will guide all nations into the future,

Recognising the profound importance of education to both the individual and the global community,

Emphasising that each nation benefits economically, socially and politically from the education of its people,

Convinced that the international community as a whole gains cross-cultural understanding through education,

Recognising that the culture and history of individual nations are different, we stress that participation in education should be established as a universally accepted value,

Stressing that education is an investment for the society, not a cost,

Believing that learning is the aquisition of new knowledge and skills, and that education is a process through which learning takes place,

Believing fundamentally that the purpose of education is to enhance the ability of individuals to function as valuable members of society,

Declaring that education is a basic right for all human beings and the international community must show commitment and actively co-operate in achieving this for all countries.

ARTICLE 17 : INEQUITIES IN EDUCATION

Conscious that inequities in access and provision of education exist globally,

Considering that the responsibility of providing quality education for all people rests upon the governing bodies of each nation,

Emphasising the ideal of providing all people with a level of education which enables them to choose employment and level of participation in their society,

Believing that all people have the right to access whatever education they are capable of, regardless of such things as age, economic status, gender, sexual orientation, race, cultural origin, disability, religion or political affiliation,

Understanding that not all governments and societies are financially capable of providing all levels of education,

Considering that comprehensive quality education at basic levels must be established before effective education can occur at higher levels,

1. Declares that it is the role of government to overcome any inequities and barriers to education and provide the opportunity and access to quality education for all people;

2. Stresses that financial constraints should not hinder the education of any individual;

3. Urges that basic education which provides functional literacy, knowledge and skills must be available to all people to enable individuals to fulfill their potential within society;

4. Calls upon governments to provide access to quality education for all people enabling them to enhance their knowledge and skills to whatever level they desire and are capable of;

5. Urges governments to provide equal opportunity and access to education at the lowest level first, before focusing on higher levels - secondary and tertiary;

ARTICLE 18 : PUBLIC HEALTH AND YOUTH

Recognising that no single group is solely responsible for the provision of services and information to individuals,

Identifying the government as being one among appropriate bodies for the collection and dissemination of unbiased information,

Convinced of the need for international standards relating to health and welfare information,

1. Recommends that all institutions in society including, but not limited to, governments, schools, families and religious groups, be responsible for and co-operate with each other in providing knowledge to individuals regarding issues of public health and welfare;

2. Urges governments to establish health and welfare institutions to support people on health and welfare issues and provide fair, scientifically accurate and unbiased information giving the individual the critical ability to make decisions on personal health and welfare;

3. Requests that the United Nations formulate guidelines on public health and the content and provision of information relating to health and welfare;

ARTICLE 19 : FAMILIES AND EDUCATION

Noting that the education of the individual can create tensions within the family unit,

Believing that education is vital to the development of society and family,

Realizing the importance of the family in the education of individuals,

1. Declares that families should not hinder or impose inequities but should rather encourage the education of any of its members;

2. Calls upon the government to create an environment which enables the family to be active and cooperate in the education of its members through cooperation with society and educational institutions;

ARTICLE 20 : RELATIONSHIPS BETWEEN GOVERNMENTAL & NON-GOVERNMENTAL ORGANISATIONS

Believing in the benefits arising from cross-cultural and international exchanges between individual institutions and global communication,

Noting that corporate funding can develop bias within the educational institutions,

Noting further that corporate funding can increase the quality and opportunity within educational institutions,

Appreciating that communication and advice from governments and corporations can improve the employment prospects of students,

1. Emphasises that government funding must be the primary source for education and that government funding should not be affected by funding from any other sources,

2. Stresses that no single body should dictate any curriculum or affect the results of any research of educational institutions;

3. Stresses that the curriculum should be developed through cooperation and consultation between competent and relevant bodies with particular regard being given to academic integrity and student interests;

4. Notes the benefits of education, recommending that increased funding is needed from both the public and private sector at all levels of education;

5. Recommends national and international cooperation between educational institutions and relevant, competent bodies to promote higher quality and more accessible education for all and to facilitate the sharing and dissemination of knowledge utilising telecommunication facilities;

6. Encourages educational institutions to promote and enhance fair and accessible international and cross-cultural educational opportunities for all people.

PART III - HUMAN RIGHTS AND SOCIAL EQUALITY

The General Assembly,

ARTICLE 21 : Civil and Economic Liberties

Convinced that all humans have certain basic individual rights and accompanying responsibilities that transcend culture and circumstance,

Recognising that many of these rights are not properly acknowledged or implemented through public policy in many societies of the world,

1. Stresses the need to expand the awareness and acceptance of such rights in the future, in particular;

   (a) the right to participate in government process, including a minimum right to elect leaders and recall or replace them;
   (b) freedom of expression, including protest;
   (c) freedom of affiliation;
   (d) freedom of assembly;
   (e) freedom of religion;
   (f) freedom to earn a living wage;
   (g) right to self-determination.

ARTICLE 22 : Human Rights and Dignity

Acknowledging that there exist differences between people,

Recognising the dignity of every human person regardless of sex, age, race, religion, disability, and beliefs and guarantees full respect of human rights,

Respecting the necessity for, and the benefit of, allowing individuals the freedom to pursue their idea of the good life in their own way rather than to have it forced upon them, providing that they do not violate the rights or dignity of others,

Recognising that the promotion of social equality and justice to be accorded in all aspects of global development,

Recognising the necessity of peace and order, the protection of life, liberty, and dignity of all people. and the promotion of the general welfare as essential foundations for the enjoyment of all the people of the world,

Recognising that every individual is a member of the local community, as well as the global community,

1. Encourages and challenges every individual to recognize the prejudices and assumptions that may be present in their everyday decisions;

a. Denounce the strategic relocations of ethnic groups from one area to another which consequently lead to their dislocation and cultural alienation.

b. Denounce the prevalence of prejudice among ethnic groups which leads to the disregard and disrespect of ethnic cultural values and traditions thereby losing ethnic identity as peoples and as human beings.

c. Denounce the abrogation of the right of ethnic groups to natural resources like land, forest and water, suppressing their right to ancestral domain in the name of development and industrialisation.

d. Denounce the suppression of the right of ethnic groups to participate in any decision-making processes particularly in development programs that affect their lives.

e. Denounce the displacement of ethnic groups as a result of oppressive and discriminatory economic and political policies.

f. Denounce the direct or indirect repression of ethnic groups' human rights, including their right to live, through a policy of physical elimination, militarisation, ethnocide and other forms of cultural atrocity.

g. Denounce the colonisation of ethnic groups and the imposition of foreign and dominant cultures.

h. Denounce acts, be these direct or indirect, implicit or explicit, of subjugation, colonisation, intrusion, or any form of malicious pacification of any ethnic group thereby rendering these groups and/or cultural minorities powerless and marginalised.

i. Denounce the colonial acts of grabbing and/or sequestering the ancestral lands, properties, etc. of any group.

j. Denounce the utilisation of low intensity conflict (LIC) as a process of pacifying ethnic and cultural discontentment.

k. Denounce the frequent use of ethnic and/or religious affiliations especially when referring to sensitive issues that involve the international community.

l. Calls for the review of policies and documents which manifest biases against an ethnic group.

m. Calls for the review of movies and other media facilities which directly or indirectly portray ethnic prejudices.

n. Calls for the development and implementation of democratic methods by which representatives of ethnic and cultural minorities can be identified, for the purpose of improving global democratic rights in all decision-making forums.

3. Challenges each delegate attending the Conference to initiate this change by living their own life in a manner that would be appropriate to call a model of the responsible, tolerant, and unselfish lifestyle that would be necessary for world peace.

ARTICLE 23 : INTERNATIONAL LAW & ACCOUNTABILITY

Noting that the problems of inequality in society and discrimnation against marginalised groups still permeate society because structures in place to deal with discriminations are not effective. For example, we feel that the UN Security Council and the five countries enjoying the power of veto wield it for political self interest,

1. Suggests reforming the structures of the Security Council by:

   a) giving all countries influence on the work of the Council; or,

   b) taking away the veto; or,

   c) over-ruling the vetoes by special majority;

2. Proposes the establishment of a World Court of Human Rights

   a) to preside over allegations of discrimination by individuals and groups,

   b) to ensure the right to a fair hearing;

3. Demands that effective penalties must be put in place to discourage discrimination and violations of human rights mentioned in other sections;

4. Demands the protection of minimum standards of living including equality for women, protection for women, workers' protection/welfare state, democratic workplaces and democratic economy, etc.;

5. Notes the failure of nations to deal effectively with political and territorial discrimination;

6. Notes the use of embargoes and blockades which have worked in some countries but not in others;

7. Notes the failure of major countries to enforce resolutions for political/business reasons;

   a) For example, UN Security Council members are party and judge simultaneously, that is to say, they are involved with many offending states and are at the same time expected to police them.

8. Suggests raising public awareness in democracies and providing

relevant unbiased information to the public on these issues;

9. Recognizes the reluctance on the part of the five powerful nations in the UN Security Council (as well as others) to deal effectively with states that infringe on the rights of their citizens.

10. Calling on the strict and immediate enforcement of UN resolutions dealing with all human rights issues;

11. Supports the UN Declaration on the Rights of the Child and encourages Nations to ratify and implement the declaration.

PART IV - WOMEN'S RIGHTS

The General Assembly,

ARTICLE 24

Recognising that women around the world have different situations and experiences with oppression, subordination and marginalisation,

Emphasising that women should have undeniable access to education, economic and political opportunity,

Recognising the fundamental human rights of women,

Emphasising that women's struggle has to be localised and indigenous while recognising the ethnic, lingual and religious contexts;

Demanding that the international community provide global access for women to opportunities of all kinds;

1. Calls for fair and just legal and judicial systems that respect all women and their rights regardless of race, creed, class, ethnicity, religion and sexual orientation;

2. Calls for the recognition that women's reproductive and productive labour, whether paid or unpaid is equally valuable;

3. Calls for a stronger coalition among women's groups worldwide against sexism, imperialism and militarism;

4. Calls for the empowerment of women through collective efforts;

5. Calls for women's equal access to economic resources such as land ownership, capital and the benefits of their labour;

6. Calls for global access to awareness through education for the empowerment of women;

Recognising that in many situations women of the world face difficulties in reaching their goals due to sexual role stereotyping, and

7. Calls for global consciousness-raising regarding the socialisation within the family and society as a whole which severely limits the development of many children;

Recognising that social prejudices against women have resulted in gross physical violations, such as rape, incest, and girl-child molestation,

8. Calls for the elimination of patriarchal customs that encourage violence against women;

Recognising that women have consistently been denied the same opportunities as men in the workforce,

9. Calls for the equality of opportunity for women to achieve status in the employment hierarchy;

10. Calls for the insistence upon equal pay for work of equal value;

11. Calls for the elimination of sexual intimidation in the workplace;

12. Calls for the inclusion of institutionally-sanctioned pregnancy, childbirth and child-rearing in the labour force;

Recognising the extremely harmful and degrading nature of objectification of women as violations of their fundamental human rights,

13. Calls for the elimination of the trafficking of women as sexual objects, as an exploited labour force, and otherwise;

Recognising that women are often ignored or oppressed by the institutionalised legal system in many countries,

14. Calls for pertinent amendments to laws to include women as human beings with entirely equal status and rights as men;

Part VI - Society, Youth, and Culture

The General Assembly,

Convinced that the active participation of youth is essential in shaping the world's societies and cultures,

Emphasising that 1995 marks the 10th Anniversary of the United Nations Year of the Youth offering a special opportunity to refocus attention on the needs and aspirations of youth,

Understanding that an individual's character is shaped by many factors such as educational institutions, family, socio-economic background, and both physical and emotional environments

Recognising that the challenges faced by society require participation by both individuals and institutional entities,

Recognising an erosion of moral and ethical principles and a breakdown of traditional culture resulting in an increase in alienation, crime, and delinquency,

Conscious of the mass-media's growing influence on the young people of a society,

Convinced of an individual's need to establish meaningful and fulfilling relationships within his or her own society,

Understanding that the freedom of an individual to pursue his or her convictions and goals in life may only be inhibited when the freedom of other individuals is at stake,

Acknowledging different cultural norms, we affirm our common goal to instill in youth a desire to take responsibility for and improve society, and therefore themselves,

ARTICLE 25 : YOUTH

1. Encourages societies to engage with their youth in an open, vigorous discussion for the creation of a sustainable and harmonious society;

2. Exhorts youth to fully utilize their given potentials, opportunities, and resources;

3. Calls on young people to espouse those ideals of family and cultural identity that lead to a more peaceful and progressive society;

4. Exhorts the youth to look past mere material fulfillment.

ARTICLE 26 : FAMILY AND ATTITUDINAL CHANGES

1. Emphasises families' and communities' responsibility to provide youth with a supportive, loving, nurturing environment.;

2. Reminds industry and employers of their interest in providing families and young people with the means to establish a healthy living environment;

3. Calls on government to adopt policies that empower families and to create incentives for individual improvement;

4. Emphasises the fundamental benefit of a close relationship between a

young person and his or her family;

5. Mindful that a healthy relationship between a young person and his or her parents will include mutual respect and a willingness to learn from each other;

6. Notes that the responsibility for instilling in youth a strong sense of ethics and morality begins with the family;

7. Acknowledges that the family definition as a caring structure, supporting each member, irrespective of the parents being a mother and father, single-gender, or single parent, be free from discrimination;

8. Urges communities to provide adult or continuing education for parents;

ARTICLE 27 : CRIME, JUVENILE DELINQUENCY, & VIOLENCE

Recognising the complexity of social, economic, and political contingencies which can encourage and enable individual and collective crime, delinquency and violence;

1. Law and Society,

a) Resolves that international institutions, state governments, societies, and civil communities guarantee economic resources, social and political rights, opportunities and alternatives which empower youth while integrating them into the world, state, and local communities, eliminating in the process, social, economic, and political hierarchies which discriminate against youths;

b) Recommends that academic and vocational education, from elemental to graduate higher learning, where applicable, be accessible to all criminals and juvenile delinquents prior to, during, and after incarceration/imprisonment;

c) Demands that international institutions, state governments, and local communities indiscriminately guarantee access, support

services, and economic resources to enable youths to complete elemental, superior, undergraduate and graduate studies at public and private educational institutions;

d) Urges that the law not punish or discipline youth prior to exploring rehabilitation and integration of criminals and juvenile delinquents into society;

2. Citizenship

a) Demands that no society allow the criminalisation of illegal aliens on condition of their illegal status;

b) Urges that citizenship mean complete and absolute political, social, and economic equality;

3. Violence

a) Emphasises that violence be condemned as a primary source of conflict resolution.

ARTICLE 28 : RELIGION IN SOCIETY

1. Rejects all state enforced or imposed religion;

2. Condemns any violence arising as a result of organized religion;

3. Acknowledges religion as a reference point for moral code and ethics in society;

4. Affirms a respect for religion and the role it plays in shaping the consciousness of youth;

5. Encourages youth to academically test and challenge organized religion for themselves in a quest to find truth;

6. Exhorts youth to pay particular attention to their language in an attempt to maintain absolute respect for religion;

7. Demands that the United Nations condemn and pursue the prohibition of all discrimination whether it be because of gender, sexual orientation, disability, race, national origin, or religion;

ARTICLE 29 : MEDIA AND CENSORSHIP

1. Demands that recent developments and improvements in communication technology be used to bring people together, provide better access to information, encourage worldwide dialogue, and to create understanding of foreign cultures;

2. Calls on the media to distinguish sharply between entertainment and information, and to portray information in a manner that does not distort the perception of reality of its audience;

3. Affirms that an open and global dialogue between advanced countries and developing countries should be conducted in a fashion that avoids the erosion of native culture by mass media;

4. Challenges the media to insure fairness, objectivity, equal distribution of information, and to stop sensationalising violence, stereotypes, and the violation of common perceptions of social norms;

5. Declares that the media is an institution with a special responsibility to society and therefore cannot be ruled solely by market forces.

PART VII - ECONOMICS AND PUBLIC POLICY

The General Assembly,

ARTICLE 30 : WEALTH DISTRIBUTION IN THE WAKE OF TRADE AND INVESTMENT LIBERALISATION

Realising that the world is increasingly economically interdependent,

Emphasising the need for increasing cooperation and communication among nations and peoples,

Convinced of the need for the enhancement of social justice in balance with trade and economic growth,

Recognising that worldwide trade liberalisation leads to competition, efficiency and better allocation of resources and that there are absolute gains associated with trade liberalisation,

Acknowledging that worldwide trade liberalisation leads to benefits which are diffuse, and concentrated losses in those sector uncompetitive on the global level,

Concerned deeply that trade liberalisation leads to unemployment, loss of jobs and decrease in wealth in those sectors deemed uncompetitive in the world market,

Concerned also that capitalism may threaten the distinctive social and cultural structures of diverse nations,

Stressing the need to re-evaluate the goals and effects of capitalism and global competition,

Noting that larger economic countries exert more coercive power on the global level,

Convinced of the need for harmonisation of trade rules on an egalitarian level,

Realising that high investment is the key to economic growth,

Concerned deeply that direct investment by Multi National Corporations may have negative effects on the environment, culture and labour exploitation,

1. Attempts to empower the World Trade Organisation (WTO) as well as equalise the status of nations in trade negotiation by

    a) Executing all rules of the WTO on an egalitarian basis among nation-states regardless of their level of economic power;

b) Demanding that all member nations of the WTO respect and abide by the decisions of the WTO;

c) Condemning economically dominant nations who threaten to withdraw from the WTO if they are not treated favorable;

d) Noting that nations impose trade restrictions on other countries in relation to human rights and environmental issues, which violate the nondiscrimination principle of the WTO;

e) Asking the WTO to establish a subcommittee to discuss the extent of national sovereignty in imposing trade sanctions;

2. Notes that there are benefits of foreign direct investment but deeply concerned about the negative implications of Multi National Organisations (MNC);

3. Calls upon the creation of a United Nations Commission on Investment to create a code of ethics for investment and discuss the following issues to be incorporated into the code:

a) MNCs should establish joint ventures with local domestic companies;

b) MNCs should employ, educate and retrain local domestic workers on all levels within the corporate structure;

c) MNCs should employ unionised labour;

d) MNCs should contrioute to domestic development programs including infrastructure, general education, health and social welfare projects;

e) Equalisation of relative wages and workers conditions among countries;

f) Uniform environmental standards for MNCs;

4. Urges developed nations to increase foreign investment and aid to

developing countries;

5. Calls upon all governments to better distribute the gains from trade and investment liberalisation;

6. Calls upon also these governments to:

a) Retrain those who are disadvantaged by the trade liberalisation;

b) Increase investment in infrastructure and education;

c) Promote programs to foster effective welfare.

ARTICLE 31 : UNEMPLOYMENT

Conscious that unemployment threatens social cohesion because it is stratified by class, ethnicity and gender,

Aware that recent technological change has been responsible for increases in unemployment,

Bearing in mind the distinct nature of unemployment in the developed and the developing world and amongst skilled and unskilled labour,

Emphasising that the definition of employment and unemployment should be wider than the paid labour market,

Recognising that unpaid labour makes a major contribution to society,

Accepting that employment should be a positive experience,

Mindful that unemployment must be addressed at a global level,

1. Calls upon governments to take the responsibility to ensure that the introduction of technology is done in a manner which is beneficial to the local community;

2. Urges that the introduction of technology is aimed primarily at increasing the communities well-being;

3. Recommends that investments in developing nations should be particularly sensitive to the impact on the local economies;

4. Recognises that labour has the right to organise to protect terms and conditions;

5. Emphasises that unpaid labour which benefits society should be recognised;

6. Stresses that governments have a responsibility to ensure that the unemployed are treated as equal citizens;

7. Calls upon governments to provide the unemployed with sufficient benefits and provisions;

8. Recommends that retraining and education programs aimed at reintroducing the unemployed into the workforce should be a governmental priority, aided, where possible, by the private sector;

9. Calls upon government to ensure that meaningful employment is available to its citizens.

ARTICLE 32 : DEVELOPED & DEVELOPING COUNTRIES

Conscious of the economic differences between developing and developed countries which have formed throughout history,

Convinced of the need to address the cultural, social and economic differences between countries in achieving peaceful coexistence, in areas of trade and investment, and foreign aid,

Stressing the need for equality between developed and developing countries in their cultural conceptions,

Deciding that addressing developed and developing country issues will reduce

political and economic conflicts and disagreements,

Convinced that the international youth can contribute to efforts to ensure fairness and equality among all countries throughout the world,

1. Expresses the need for developed countries to assist, free from political and economic interests, when requested, in aiding in the advancement of developing countries without with the aim of securing a basic economic quality of life;

2. Encourages all countries to provide basic health services and health standards for all citizens;

3. Endorses all development banks and non-governmental providers, to be independent of political influence and to act regardless of economic conditions;

4. Urges all countries to act to narrow the economic gap between and within developed and developing countries;

5. Emphasises the need to solve debt issues, helping in debt restructuring and avoiding debt default.

ARTICLE 33 : POVERTY

Conscious of the world's needs to eradicate poverty for its negative consequences,

Convinced that poverty is a consequence of disparative global and local economy,

Aware of the particular importance in regard to developing nations of their economic, political, and social systems,

Mindful of the need to recognize the importance of such nations,

1. Urges the furthering of equitable distribution of wealth in all countries;

2. Calls for the equitable distribution of land and agrarian reform;

3. Encourages the efforts of the United Nations, governmental, profit, and non-profit organizations to alleviate poverty throughout the world;

4. Recommends that governments provide free access to a quality and equitable educational system;

5. Calls on the United Nations to respect the sovereignty of member nations in the development and implementation of such programs;

COMMITMENT

Declares that the student leaders present at this General Assembly (Seoul 1995) pledge themselves to the ideas advocated in this document.

APPENDIX III

PARTICIPATION IN THE CONFERENCE

I. Papers were presented by the following persons:

• Keynote speech:	Young Seek Choue, Republic of Korea
• Subject 1:	Jasoon Koo, Republic of Korea Liu Shulin, China Byung-Sun Kwak, Republic of Korea Janet Paraskeva, United Kingdom Teruyoshi Sasaki, Japan Michael P. Farrell and Grace M. Barnes, U.S.A.
• Subject 2:	Jong Soo Do, Republic of Korea Garda Winzen, Germany John Hinchcliff, New Zealand Olivier Douard, France Pedro B. Bernaldez, Republic of Korea Nicholas Fotion, U.S.A.
• Subject 3:	Ellen Lafontaine, U.S.A. Eric J. Stock, U.S.A. Anna Dixon, United Kingdom Allan Jose J. Villarante, Philippines Danai Pathomvanich, Thailand Di Zhang, U.S.A. Kartina Sury, Indonesia John H. Min, U.S.A. Sok-Beom Choi and Sallie Yea, Republic of Korea and Australia
• Roundtable:	Thomas Waters, New Zealand Young Chul Paik, Republic of Korea

II. Participants came from the following universities and organizations:

- Kabul University, Afghanistan

- Universidad de Buenos Aires, Argentina
- Universidad del Museo Social Argentino, Argentina

- The University of Melbourne, Australia
- Curtin Business School, Australia
- Deakin University, Australia
- Edith Cowan University, Australia
- Flinders University, Australia
- Griffith University, Australia
- Monash University, Australia
- Queensland University of Technology, Australia
- The University of Melbourne, Australia
- University of New South Wales, Australia
- University of Southern Queensland, Australia
- Centural Queensland University, Australia

- Karl Franzens Universitat Graz, Austria
- Technischen Universitat Graz, Austria
- University of Business Administration, Austria

- National Youth Organization, Bangladesh

- B.E.A.- ULB, Belgium
- Free University of Brussels, Belgium
- Katholieke Universiteit Leuven, Belgium
- Universiteit Gent, Belgium

- University from Bhutan

- Mackenzie University, Brazil
- Pontifical Catholic University of Sao Paulo, Brazil
- San Francisco University, Brazil
- Universidade do Vale do Rio dos Sinos, Brazil

- American University in Bulgaria, Bulgaria
- Sofia University, Bulgaria

- Carleton University, Canada
- Concordia University, Canada
- Lakehead University, Canada
- University of Calgary, Canada

- China Youth College, China
- Liaoning University, China
- Nanjing University, China
- Peking University, China
- Shanghai Jiao Tong University, China
- Shenzhen University, China
- University of Internatinal Business and Economics, China

- University for Peace, Costa Rica

- Charles University, Czech Republic
- Czech Technical University, Czech Republic
- Technical University Ostrava, Czech Republic

- The Royal Vet. & Agricultural University, Denmark

- Pontificia Universidad Catolica del Ecuador, Ecuador

- Zagazig University, Egypt

- Fiji National Youth Council, Fiji

- Lappeenranta University of Tech., Finland
- Tampere University of Technology, Finland
- University of Helsinki, Finland
- University of Kuopio, Finland

- National Institute of Youth and Popular Education, France
- University of Technologie, Compiegne, France
- Universite Louis Pasteur-Strasbourg 1, France

- Asta University of Mannheim, Germany
- Aiesec Oldenburg, Germany
- Asta University of Bonn, Germany
- Asta Universitat Kaiserslautern, Germany
- Diplom-Padagogiu/Diplom-Soziologin, Germany
- Technische Universitat Dresden, Germany
- Universitat der Bundeswehr, Germany

- Ministry of Youth & Sportws, Ghana

- University of Crete, Greece

- University of Guam, Guam

- Universidad Jose Cecilio del Valle, Honduras

- City University of Hong Kong, Hong Kong
- Hong Kong Polytechnic University, Hong Kong
- Langnan College, Hong Kong
- The Chinese University of Hong Kong, Hong Kong
- The University of Hong Kong, Hong Kong

- Janue Pannonius University, Hungary

- Anna University, India
- Manipur Univerty, India
- S.N.D.T. Women's University, India
- Shreemati Nathibai Damodor Thackersey Women's University, India

- Universitas Kristen Indonesia, Indonesia
- Universitas Sumatera Utara, Indonesia

- Shiraz University, Iran

- Trinity College, Ireland

- Bar Ilan University (Nuis), Israel
- Hebrew University of Jerusalem, Israel
- Hebrew University (Nuis), Israel
- Technology College, Holon (Nuis), Israel

- Dohto University, Japan
- Dokkyo University, Japan
- Meiji University, Japan
- Ohu University, Japan
- Ryukoku University, Japan
- Tokyo International University, Japan
- Waseda University, Japan
- Keio University, Japan

- University of Jordan, Jordan

- Kazakh State National University, Kazakhstan

- Ahju University, Korea
- Catholic University, Korea
- Cheju National Univesity, Korea
- Chonbuk National University, Korea
- Chosun University, Korea
- Chung Buk National University, Korea
- Daebul University, Korea
- Daegu University, Korea
- Dong A University, Korea
- Dong Eui University, Korea
- Dong Shin University, Korea
- Dongduck Women's University, Korea
- Duksong Women's University, Korea
- Ewha Womans University, Korea
- Hallym University, Korea
- Han Nam University, Korea
- Han Seo University, Korea
- Han Yang University, Korea
- Hankuk Aviation University, Korea
- Hankuk Foreign Language University, Korea
- Honam University, Korea
- Hongik University, Korea
- Hoseo University, Korea
- Incheon Teacher's College, Korea
- Incheon University, Korea
- Jeon Ju Teacher's College, Korea
- Kangweon National University, Korea
- Kongju University, Korea
- Korea National University of Education, Korea
- Korea University, Korea
- Kun Kuk University, Korea
- Kunkuk University, Korea
- Kwangju Teacher's College, Korea
- Kyongju University, Korea
- Kyung Hee University, Korea
- Kyungpook Sanup University, Korea
- Mokpo National University, Korea
- Myong Ji University, Korea
- National Fisheries University of Pusan, Korea
- Pohang Institute of Science & Technology, Korea
- Pusan University, Korea
- Pusan Women's University, Korea

- Sang Ji University, Korea
- Sang Myong Women's University, Korea
- Seo Nam University, Korea
- Seoul City University, Korea
- Seoul National University, Korea
- Sogang University, Korea
- Sookmyung Women's University, Korea
- Soon Shin University, Korea
- Soong Sil University, Korea
- Taegu Huosung Catholic University, Korea
- Ulsan University, Korea
- Yonsei University, Korea

- American University of Beirut, Lebanon

- National University of Malaysia, Malaysia
- University of Malaya, Malaysia
- University of Science, Malaysia, Malaysia
- Universiti Teknologi Malaysia, Malaysia

- Mongolian Technical University, Mongolia
- National University of Mongolia, Mongolia
- State Pedagogical University, Mongolia

- Organization of Mozambican Youth, Mozambique

- Namibia Youth Council, Namibia

- Leiden University, Netherlands
- University of Amsterdam, Netherlands

- Auckland Institute of Technology, New Zealand
- Massey University, New Zealand
- New Zealand University, New Zealand
- Otago University, New Zealand

- Nicaragua Youth Council, Nicaragua

- All Nigeria United Nations Students & Youth Assoc., Nigeria

- AVH, Norway
- University of Oslo, Norway
- Universitetet of Trondheim, Norway

- Allama Iqbal Open University, Pakistan

- Antenio de Malila University, Philippines
- Aquinas University, Philippines
- Araullo University, Philippines
- Assumption College, Philippines
- Benguet State University, Philippines
- Bicol University, Philippines
- Central Luzon State University, Philippines
- Centro Escolar University, Philippines
- Colegio de Santa Catalina de Alejandria, Philippines
- De La Salle University, Philippines
- Dove Resources Insurance Agency & Consultants, Inc., Philippines
- Graduate Institute of Peace Studies, Philippines
- Manila Centural University, Philippines
- Manila University, Philippines
- National Indigenous Youth Council-Philippines, Philippines
- Rizal State College, Philippines
- Siena College, Philippines
- Silliman University, Philippines
- Tawi-Tawi Agricultural College, Philippines
- University of the Philippines, Philippines
- University of the Philippines, Diliman, Philippines
- University of the Philippines, Los Banos, Philippines

- University of Warsaw, Poland

- National Youth Council of Romania, Romania
- Permanent Office, Romania

- Far Eastern State University, Russia
- Kemerovo State University, Russia
- Kuban State University, Russia
- Moscow Linguistic University, Russia
- Moscow State University, Russia
- State University of Nizhni Novgozod, Russia

- Sakha State University, Sakha

- National University of Singapore, Singapore

- Slovak Technical University, Slovak Republic

- University of the Witwatersrand, South Africa

- Buddhist and Pali University of Sri Lanka, Sri Lanka
- University of Peradeniya, Sri Lanka

- University from Suriname

- Uppsala University, Sweden

- Dar es Salaam University, Tanzania

- Chiangmai University, Thailand
- Silpakorn University, Thailand
- Srinakharinwirot University, Thailand
- Thammasat University, Thailand

- Secretoire National JRPT, Togo

- Istanbul University, Turkey

- Cambridge University, U.K.
- Hull University, U.K.
- Imperial College, U.K.
- Liverpool John Moores University, U.K.
- London School of Economics, U.K.
- London School of Economics and Political Science, U.K.
- Napier University, U.K.
- National Youth Agency, U.K.
- Oxford University, U.K.
- Oxford University-Nuffield College, U.K.
- Royal Academy of Music, U.K.
- University of Essex, U.K.
- University of Greenwich, U.K.
- Oxford University-St. Anthony's College, U.K.

- Ball State University, U.S.A.
- Central Connecticut State University, U.S.A.
- Colby College, U.S.A.
- College of Dupage, U.S.A.
- Columbia University, U.S.A.
- Duke University, U.S.A.
- Eastern Connecticut State University, U.S.A.
- Emory University, U.S.A.
- Fairleigh Dickinson University, U.S.A.
- Georgetown University, U.S.A.
- Harvard University, U.S.A.

- Interamerican University, U.S.A.
- Lewis & Clark College, U.S.A.
- Loyola University, U.S.A.
- M.I.T., U.S.A.
- Mercy College, U.S.A.
- New York University, U.S.A.
- North Park College, U.S.A.
- Pittsburg State University, U.S.A.
- Rutgers University, U.S.A.
- Shepherd University, U.S.A.
- Stanford University, U.S.A.
- State University of New York at Buffalo, U.S.A.
- Syracuse University, U.S.A.
- The George Washington University, U.S.A.
- University of Pennsylvania, U.S.A.
- University of Arkansas, U.S.A.
- University of Arkansas, Little Rock, U.S.A.
- University of California, Berkeley, U.S.A.
- University of Dubuque, U.S.A.
- University of Hawaii, U.S.A.
- University of Iowa, U.S.A.
- University of Louisville, U.S.A.
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- University of Mississippi, U.S.A.
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- University of Texas at Austin, U.S.A.
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- Washburn University, U.S.A.
- Washington University, U.S.A.
- Western Connecticut State University, U.S.A.
- Yale University, U.S.A.

- Can Tho University, Vietnam
- Hochiminh City Pedagogical University of Technology, Vietnam
- University of Ho Chi Minh City, Vietnam
- Vietnam National Union of Students, Vietnam

- Secretariat of the World Summit for Social Development, United Nations
- United Nations Educational, Scientific and Cultural Organization (UNESCO),
- United Nations Research Institute for Social Development (UNRISD)
- United Nations University in Tokyo